Baccalaureate Social Work Program
Student Handbook

Louisiana College
Department of Social Work
School of Human Behavior
Pineville, Louisiana 71359

*Revised 2019
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ACCREDITATION

The Louisiana College Bachelor of Social Work Program is accredited at the Baccalaureate level by the Council on Social Work Education (CSWE). The following is the contact information for CSWE:

Council on Social Work Education
1701 Duke Street, Suite 200
Alexandria, VA 22314-3457
(703)683-8080
email: info@cswe.org
website: http://cswe.org

***Louisiana College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The following is the contact information for SACSCOC:

1866 Southern Lane, Decatur, GA 30033-4097
(404) 679-4512
Dr. Belle S. Wheelan, President
http://www.sacscoc.org
WELCOME MESSAGE

Welcome to the Louisiana College Bachelor of Social Work (BSW) Program. The BSW faculty are excited that you have chosen to pursue a vocational calling in the field of social work. You are preparing for one of the most exciting, challenging, and rewarding careers. The field of social work has numerous areas of practice opportunities with a broad range of client populations, resulting in social workers’ enhancement of the quality of life for individuals, families, communities, and society as a whole.

This handbook has been designed to provide information about the profession of social work and the BSW program’s policies and procedures, including important aspects of entering into and graduating from the program. Students are required to read the BSW Student Handbook and be familiar with its content. Please use this handbook to guide and assist you, referring to it often throughout your time in the program. It is also accessible on the College website under School of Human Behavior, Social Work Program. This handbook is to be used in conjunction with the Louisiana College Catalog and Student Handbook.

The BSW Program at Louisiana College is grounded in a Christ-centered worldview and teaches students to exemplify their faith in the services they render to others through the profession of generalist social work practice. The BSW Program blends the values and ethical principles of the profession (NASW Code of Ethics) with the values of the Christian faith taught at the College to ensure that our students are well prepared to meet the everyday demands of a world in need, while demonstrating respect and dignity for all human beings.

Social Work students are part of a professional program that meets the requirements of CSWE’s accrediting body for all social work programs in the United States, and is congruent with the College’s and BSW Program’s Mission Statements. The Louisiana College BSW Program will equip social work students for entry level generalist social work practice and will prepare students for future studies in graduate schools of social work. We welcome any suggestions about, additions to, or deletions from the material contained in this handbook to improve the quality of education offered through the Louisiana College Social Work Program.

We look forward to getting to know each of you!

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Bachelor of Social Work Program Director

Maggie Bridges, LCSW
Assistant Professor of Social Work
Bachelor of Social Work Field Director

BSW
MSW
Louisiana College
Louisiana State University

BSW
MSW
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***See faculty bios next page
Mrs. Bobbye Roberts Biography:

Bobbye Roberts came to the LC Social Work Program in 2011 with an 18 year history of social work practice experience. She has been a Licensed Clinical Social Worker in Louisiana since 1997. She worked for 16 years as a therapist for community mental health centers, which included out-patient counseling and partial hospitalization programs. Mrs. Roberts’ other work experiences include serving as a program director for a children’s in-patient psychiatric unit, individual/family/group counseling, home health social work, and student counseling services at Louisiana College. Mrs. Roberts serves as Associate Professor of Social Work, teaching multiple courses across the curriculum. She is the Program Director for the Bachelor of Social Work Program and previously served as the Field Education Director for 6 years. Mrs. Roberts serves as co-sponsor for the Social Work Students’ Club, Phi Alpha Honor Society, and as sponsor for Cats Against Trafficking student organization. Mrs. Roberts serves as a board member for the Cenla Homeless Coalition Continuum of Care (CoC), is a member of the North American Association of Christian Social Workers, and the Phi Alpha National Social Work Honor Society. She co-authored the LC BSW Program Reaffirmation Self-Study in 2012, and has presented at the NACSW Conference, as well as local forums in the community. Mrs. Roberts also was instrumental in assisting with development of the new MSW program at Louisiana College. Mrs. Roberts feels honored to teach at her alma mater, where she met her husband, Kevin, with whom she has served alongside in full-time ministry for the past 27 years. They have three sons, Noah, Levi, and Micah. Mrs. Roberts enjoys spending time with her family and watching her boys play sports.

Mrs. Maggie Bridges Biography:

Maggie Bridges came to the LC Social Work Program as full-time faculty in 2017. She previously served as an Adjunct professor in the program for the 2016-17 academic year. Mrs. Bridges has been a Licensed Master Social Worker in Louisiana since 2013 and a Licensed Clinical Social Worker since 2017. She has previously worked with the Rapides Parish School System as a school social worker for 3.5 years. Mrs. Bridges’s other work experiences include serving as a therapist in an out-patient mental health facility providing individual, family, and group therapy. Mrs. Bridges serves as an Assistant Professor of Social Work, teaching multiple courses across the curriculum. She also serves as the Field Education Director for the Social Work Program in which she develops potential internships, places students, and oversees the field practicums. Mrs. Bridges is a co-sponsor for the Social Work Club and Phi Alpha Social Work National Honor Society, of which she is a member. Mrs. Bridges feels honored to teach at her alma mater, where she met her husband, Chris. They have one son, Beckett. Mrs. Bridges enjoys spending time with her family, serving in her church, and traveling.
I. UNDERSTANDING THE SOCIAL WORK PROFESSION

1.1 Generalist Social Work Practice: Mission, Purpose, and Values

To understand the social work profession, one must gain an understanding of social work’s purpose, its mission, and values. Robert Barker (1999) defines social work as “the applied science of helping people achieve an effective level of psychosocial functioning and effecting societal changes to enhance the well-being of all people” (p. 455). One must also understand the concept of generalist social work practice which is the foundation of all baccalaureate social work programs. The Association of Baccalaureate Social Work Program Directors (BPD) defines generalist social work practice as:

Work with individuals, families, groups, communities and organizations in a variety of social work and host settings. Generalist practitioners view clients and client systems from a strength’s perspective in order to recognize, support, and build upon the innate capabilities of all human beings. They use a professional problem solving process based on scientific inquiry to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of client and client systems. In addition, generalist practitioners engage in community and organizational development. Finally, generalist practitioners evaluate service outcomes in order to continually improve the provision and quality of services most appropriate to client needs. (BPD, 2018, Definitions)

A further understanding of the purpose of the social work profession is articulated by the CSWE 2015 EPAS:

The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally. (CSWE, 2015, EPAS: Purpose)


The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty..... (1)

1.2 Value Base of Social Work Practice

The mission of the social work profession correlates with the six core values of the profession identified by NASW Code of Ethics (1996, rev. 2017, p. 1): service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. This value base expresses ideas about people, how they should be treated, and the quality of life that should
be available to all human beings. From social work’s beginnings, practitioners have embraced these values, and they add to the unique perspective of social work’s foundational purposes. The Louisiana College Bachelor of Social Work Program seeks to integrate the values of the Christian faith with learning opportunities that enhance and complement social work’s professional values.

Each core value identified by NASW is listed below and is accompanied by an ethical principle which guides social work practice.

**Value: Service**  
**Ethical Principle:** Social workers’ primary goal is to help people in need and to address social problems.

**Value: Social Justice**  
**Ethical Principle:** Social workers challenge social injustice.

**Value: Dignity and Worth of the Person**  
**Ethical Principle:** Social workers respect the inherent worth and dignity of the person.

**Value: Importance of Human Relationships**  
**Ethical Principle:** Social workers recognize the central importance of human relationships.

**Value: Integrity**  
**Ethical Principle:** Social workers behave in a trustworthy manner.

**Value: Competence**  
**Ethical Principle:** Social workers practice within their areas of competence and develop and enhance their professional expertise.

1.3 Social Work Ethics  
“Generalist social work practice is guided by the NASW Code of Ethics and is committed to improving the well-being of individuals, families, groups, communities and organizations and furthering the goals of social justice.” (BPD, 2018, Definitions) Ethics in social work has to do with the way we practice and carry out the profession’s mission. The Code of Ethics gives us guidelines to deal with pressing issues in the field. Louisiana College Social Work Students are educated about the core values, ethical principles and standards found in the “Code,” as these are integrated throughout the social work curriculum. Social work students applying for program admission are expected to sign a statement indicating their understanding of the core values of the social work profession and agreeing to attempt to reflect the principles that flow from them in carrying out the mission of the profession which is to enhance human well-being and to help meet the needs of all people. Students in the BSW program have access to the NASW Code of Ethics through several means. They can access it through the URL retrieval link found below, as well as in several textbooks used throughout the curriculum. Students take an ethics course (SW 450), their senior year, coinciding with their Field Placement, in which they purchase an
individual copy of the NASW Code of Ethics. Students will use the information in the “Code” throughout their social work education and in their professional practice as a social worker.


1.4 Social Work Terminology
The following are key terms that a social worker must have a keen understanding of, as they are the foundation of the profession. However, these are by no means an exhaustive list of important concepts in this field:

Generalist Social Work Practitioners
Generalist Practitioners “use a wide range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings” (Council on Social Work Education [CSWE], 2014, p. 7).

Diversity
Human Diversity: “the range of differences between peoples in term of race, ethnicity, age, geography, religion, values, culture, orientations, physical and mental health, and many other distinguishing characteristics.” (The Social Work Dictionary, Robert L. Barker, 1999)

Micro-level Practice
“Micro-level practice is the term used by social workers to identify professional activities that are designed to help solve problems faced primarily by individuals, families and small groups.” (The Social Work Dictionary, Robert L. Barker, 1999) Micro practice is more direct intervention because services are delivered directly to clients (face-to-face).

Mezzo-level Practice
“Mezzo-level practice is social work practice with families and small groups. Important activities at this level include facilitating communication, mediation and negotiation, and educating and bringing people together.” (The Social Work Dictionary, Robert L. Barker, 1999) Mezzo focuses on changing systems that affect clients directly.

Macro-level Practice
“Macro-level practice is social work practice aimed at bringing about improvements and changes in the general society. Such activities include some type of political, community organization, public education, campaigning and the administration of broad-based social services, agencies, or public welfare departments.” (The Social Work Dictionary, Robert L. Barker, 1999)

Social Justice
“Social justice is an ideal condition in which all members of a society have the same basic rights,

Culturally Sensitive Practice
“In Social work, the process of professional intervention while being knowledgeable, perceptive, empathic, and skillful about the unique as well as common characteristics of clients who possess racial, ethnic, religious, gender, age, sexual orientation, or socioeconomic differences”(The Social Work Dictionary, Robert L. Barker, 1999).

Person-In Environment Perspective
“A Perspective used by social workers to understand clients experiencing difficulties with their roles, self-perceptions, and expectations in their interactions with others and in the context of their surrounding environment.” (Segal, Gerdes, Steiner, 2016, p. 505)

Strengths Perspective
“A view that emphasizes using clients’ strengths, resources, support networks, and motivations to meet challenges: focus is on clients’ assets rather than problems or dysfunction” (Segal, Gerdes, Steiner, 2016, p. 506)

1.5 Generalist Social Work and the BSW Degree
Upon completion of a Bachelor of Social Work degree, students who have been educated from a generalist practice perspective are qualified to serve in many different contexts of practice and to carry out a variety of roles. Social workers seek to work with diverse populations at multiple levels of practice (individual, family, group, communities and organizations) using varied techniques and interventions to help improve the well-being of those served. Social workers have the opportunity to work in public, private, for profit, or non-profit organizations and agencies. These agencies may target areas such as mental health, child welfare, healthcare, developmental disabilities, criminal justice or school social work, to name a few. No matter the setting, social workers are well-trained to engage with client populations, assess the client (s) situation, develop a plan of action or intervention, implement the intervention, and evaluate the outcomes. BSW graduates are also well prepared to enter MSW graduate programs, which emphasize the generalist perspective as well as specialty area(s) of practice.

1.6 Professional Organizations
There are many professional organizations available to those who become social workers. The following list is only a limited number of those groups:

NASW: The National Association of Social Workers is the national professional membership organization which addresses issues of concern to social workers. It provides opportunities for continuing professional development through meetings and seminars. Students are eligible to join at a special student rate and can apply for membership online. The local NASW meetings are held monthly at noon. Students are encouraged to attend these meetings. They provide an excellent opportunity for professional socialization and for networking when it is time to apply for a job.
ACSW: Academy of Certified Social Workers. This certification is awarded to master’s level social workers (MSWs) who are NASW members with two years of supervised experience, provide 3 reference evaluations (one from MSW supervisor and two from colleagues, document 20 hours of Continuing Education, and agree to abide by the NASW Code of Ethics, with subjugation to the NASW adjudication process.

CSWE: Council on Social Work Education. This is the accrediting body for schools of social work. It establishes educational standards for both graduate and undergraduate social work programs. Membership of this organization consists of social work faculty, deans, students, and practitioners. Membership benefits include access to CSWE publications, discounts to annual meetings, and being able to have a voice in the community through many aspects of committees, tasks forces, and avenues for public policy making.

NACSW: The North American Association of Christians in Social Work (NACSW) is a non-profit Christian social work organization whose mission to equip members to integrate Christian faith and professional social work practice. NACSW welcomes Christian social workers of all denominations. Members of NACSW represent a rich diversity of Christian denominations and traditions. Membership is available to students.

IFSW: International Federation of Social Workers. The IFSW is a global organization striving for social justice, human rights and social development through the development of social work, best practices and international cooperation between social workers and their professional organizations.

1.7 Louisiana Licensing and Credentials:
Louisiana has multi-level licensing/credentialing for professional social workers. Any person who has a BSW or MSW degree is required by law to obtain licensure/credentialing in order to practice social work in the state of Louisiana. For detailed information regarding credentialing and licensing, please see the LABSWE website at https://www.labswe.org/

According to Louisiana State Board of Social Work Examiners (LABSWE):

Social work practice is the professional application of social work values, theories, and interventions to one or more of the following: enhancing the development, problem-solving, and coping capacities of people; promoting the effective and humane operations of systems that provide resources and services to people; linking people with systems that provide them with resources, services, and opportunities; developing and improving social policy; and engaging in research related to the professional activities. The practice of social work includes but is not limited to clinical social work, planning and community organization, policy and administration, research, and social work education. (LABSWE, licensee info)

Listed below are the levels of licensure/credentials in Louisiana:

LCSW: Licensed Clinical Social Worker. This is the title given to master’s level social workers
licensed to engage in independent practice of social work in Louisiana. To be licensed at this level, the MSW must meet certain criteria which include at least 5,760 hours of postgraduate practice of which 3,840 hours shall be under supervision of a board-approved clinical supervisor (BACS), payment of a fee, and the passing of a national social work exam.

**LMSW:** Licensed Master Social Worker. This credential is awarded to master’s level social workers who pay the appropriate fee and pass a social work exam approved by the state board. This level may engage in agency-based supervised advanced practice.

**CSW:** Certified Social Worker. This is a temporary certification which entitles the master of social work graduate to perform the duties and responsibilities within the scope of practice of the licensed master social worker for up to three years, while pursuing licensure through passing the examination approved by the board.

**RSW:** Registered Social Worker. This credential is available to graduates of CSWE accredited undergraduate social work programs and is obtained by making application to the state social work licensing board and paying the required fee. If a graduate plans to work as a social worker in Louisiana with a BSW degree, he/she **must be registered** with the state board. This level may engage in agency-based generalist social work practice.
II. LOUISIANA COLLEGE BACHELOR OF SOCIAL WORK PROGRAM

2.1 Louisiana College Mission Statement
The mission of Louisiana College is to provide liberal arts, professional and graduate programs characterized by devotion to the preeminent of the Lord Jesus, allegiance to the authority of the Holy Scriptures, dedication to academic excellence for the glory of God, and commitment to change the world for Christ by the power of the Holy Spirit.

2.1 Social Work Program Mission Statement
The mission of the Louisiana College Social Work Program is to prepare students to function competently and compassionately in a rapidly changing world through an academically challenging social work curriculum. The program strives to provide a nurturing Christian environment that offers an integration of faith and learning. The program expands the College mission and liberal arts foundation in advancing academic inquiry with specialized emphasis on the professional application of generalist social work practice, including its mission, values, and purpose. The Social Work Program prepares graduates who are grounded in the liberal arts, a Christian worldview, and the profession’s values and ethics. Through course work emphasizing the application of critical thinking, professional values and ethics, and supervised opportunities to develop practice skills, students are challenged to become facilitators of effective change within diverse populations. Our immediate region of rural Central Louisiana allows for multiple service opportunities with those experiencing homelessness, mental health issues, poverty, substance use disorders, and healthcare concerns. The program provides possibilities for working with various agencies, organizations, local communities, groups, families, and individuals, both locally and globally.

2.3 Relationship of Social Work Program Mission to the College Mission
The mission of Louisiana College forms the foundation from which the Social Work Program builds its identity and curriculum. The Social Work Program is fully compatible with the overall mission of the institution in its commitment to a liberal arts education characterized by academic excellence while integrating faith and learning. In turn, The Social Work Program is strongly supported by the administration in this endeavor. Not only do students leave the program with a broad knowledge of many important fields, including history, language, science, the arts, communication, and religion, but students also leave with the ability to think, speak, and write critically. These abilities, along with specialized knowledge, values, and skills pertaining to the social work curriculum, result in students graduating who are capable of effecting advanced levels of change in our society and in our world, thus fulfilling the Christian principle reflected in Micah 6:8, “He has told you, O man, what is good; and what does the Lord require of you, but to do justice, and to love kindness, and to walk humbly with your God.”

2.4 Overview of the Louisiana College Social Work Program
2.5 Program History
Social work courses were first offered within the Sociology Department of Louisiana College in 1962. At that time, four social work courses were offered as electives within the sociology major. These courses were taught by adjunct instructors from the local professional community.
By the fall of 1976, a concentration in social work had evolved which included seven core courses and a field practicum component. A full-time MSW was hired at that time to coordinate the program and a second full-time MSW was hired in the fall of 1989. The program, now housed in the Division of Human Behavior, offers a Bachelor of Social Work degree. The social work program at Louisiana College was granted initial accreditation by CSWE in October of 1993 and was re-accredited in 1997. The program was up for re-accreditation in 2005, received an extension until 2006, and was fully reaccredited in June, 2007. In the fall of 2013, the program received its reaccreditation for another eight years.

2.6 Brief Program Description
Students who complete the requirements of the social work program obtain a Bachelor of Social Work degree at the time of graduation. The social work major consists of 39 hours of social work courses, and 12 hours of allied courses, 6 of which satisfy central curriculum requirements. All social work majors must earn a grade of “C” or better in the 39 hours of social work courses. The social work curriculum is developed from a general to a specific knowledge base with a strong foundation in the liberal arts. The curriculum emphasizes the Person In Environment (PIE) and the Strengths perspectives as core organizing principles that students learn to engage clients from. In addition, students obtain an understanding of human behavior, human diversity, and the values and ethics of the profession. The curriculum is designed so that it can be completed in four years, however, with the increasing numbers of students entering college with multiple dual enrollment credits, it is possible to complete the program in less than four years.

2.7 Louisiana College SW Program Goals:

1. Prepare students to competently engage in generalist social work practice through integration of curriculum content and demonstration of competencies emphasized throughout the social work curriculum.

2. Train students who are knowledgeable about and who demonstrate an understanding of human diversity and social justice issues at the local, regional, national, and global levels. Train students who will be skilled at engaging and advocating for vulnerable populations who are affected by these issues at each of these levels.

3. Prepare students for programs of graduate study in social work and develop career-long learners that will critically think about the populations they serve and the contemporary issues of our society, from an informed knowledge base.

4. Produce students who will practice social work ethically in a rapidly changing world, with the ability to ethically integrate Christian values with their practice, as well as the values and ethical principles of the social work profession.
2.8 LC Social Work Program Competencies and Expected Learning Outcomes:
In keeping with CSWE requirements, each graduate of the social work program is expected to understand and demonstrate proficiency of each of the following nine competencies with 31 correlating component behaviors. Integration of faith and practice is emphasized throughout the social work curriculum and has been added as a 10th competency by the Louisiana College BSW Program, with 2 correlating component behaviors.

Competency 1: Demonstrate Ethical and Professional Behavior
• Make ethical decisions by applying standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics as appropriate to context;
• Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
• Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
• Use technology ethically and appropriately to facilitate practice outcomes; and
• Use supervision and consultation to guide professional judgement and behavior

Competency 2: Engage Diversity and Difference in Practice
• Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
• Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
• Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
• Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
• Engage in practices that advance social and economic and environmental justice.

Competency 4: Engage in Practice-informed Research and Research-informed Practice
• Use practice experience and theory to inform scientific inquiry & research;
• Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
• Use & translate research evidence to inform and improve practice, policy and service delivery.

Competency 5: Engage in Policy Practice
• Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
• Assess how social welfare and economic policies impact the delivery of and access to social services;
• Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations and Communities
• Apply knowledge of human behavior and the social environment, person in environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies;
• Use empathy, reflection and interpersonal skills to effectively engage diverse clients and constituencies

**Competency 7: Assess Individuals, Families, Groups, Organizations and Communities**
• Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
• Apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
• Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
• Select appropriate intervention strategies based on the assessment, research knowledge and values and preferences of clients and constituencies.

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**
• Critically choose and implement interventions to achieve practice goals and enhance capabilities of clients and constituencies;
• Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
• Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
• Negotiate, meditate, and advocate with and on behalf of diverse clients and constituencies; and
• Facilitate effective transitions and endings that advance mutually agreed-on goals.

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**
• Select and use appropriate methods for evaluation of outcomes;
• Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
• Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
• Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

**Competency 10: Distinctive to Louisiana College Social Work Program:**
**Ethically Integrate Faith with Practice**
• Examine and reflect upon one’s personal faith worldview, as well as the worldview of others, in order to understand how one’s Christian values contribute to and potentially conflict with one’s practice in the profession. Use this understanding to ethically integrate faith with practice.
• Apply one’s understanding of diversity and the “Strengths Perspective” in order to work effectively with a broad spectrum of client’s (s’) spiritual, religious,
and faith experiences, while being guided by the Christian principle of respect and love for all persons, as they are believed to be created in the “Imago Dei” (image of God).

***Attainment of these outcomes is accomplished through adherence to the curriculum design and successful completion of assignments in each course in the social work program. Degree of attainment is measured through evaluation of the student’s academic performance in embedded assignments in each class, a curriculum assessment upon graduation, and through evaluation of the student’s demonstration of component behaviors in the field practicum.

2.9 Program Evaluation:
Louisiana College Social Work Program takes evaluation of student and program outcomes seriously, in order to ensure the best possible curriculum planning and implementation of a comprehensive BSW program that demonstrates student competence in social work knowledge, values, and skills. The Evaluation Process is comprehensive and includes a combination of the following methods and measures in order to improve and refine the program:

- **External assessment instruments** – SWEAP Curriculum Assessment at Entrance and Exit; SWEAP Entrance and Exit Surveys
- **Embedded course assignments**-- papers, projects, presentations, exams, skill simulation through role plays, critical analysis writing assignments, community service learning, etc,
- **Field Practicum Supervisor Evaluations at Mid-point and Final** (SWEAP)
- **Individual course and professor evaluations completed by the student** (implicit assessment)
- **Alumni Surveys** (SWEAP) (implicit assessment)

2.10 Social Work Program Advisement
Social work majors are assigned a faculty advisor when they declare their major. The two full-time social work faculty members serve as advisors for all social work majors. Students may declare a major at Louisiana College upon admission to the College. Once the major is declared the student’s files are sent to the department and the BSW Program Director assigns a faculty member as the student’s advisor. Formal advising is part of the registration process each semester. Students cannot register for classes without first attending a formal advising session, obtaining their advisor’s signature on their registration form, and the advisor granting permission to register through the Louisiana College Jenzabar portal system. This does not preclude the student or the advisor requesting a conference to discuss the student’s progress at any other point throughout the semester. Social work faculty are readily available to collaborate with students to assist them in achieving academic and professional success.

Deficiency reports are submitted to faculty advisors early each semester to determine if a student is having difficulty with grades and/or attendance. If deficiencies occur then the advisor will request a conference with the student to discuss a plan for the student to resolve the deficiency. Also, early alerts for course deficiencies or concerns are submitted by course instructors to the
Registrar’s office and to the Student Success Center. Upon the first major failing grade in a
course, professors are required to refer students through this process. The student’s advisor is
also notified at this time so that the advisor can discuss these concerns and a plan of action with
the student. Early alerts typically occur prior to deficiency reports.
Social work faculty members post their office hours on their doors located within the School of
Human Behavior office suite, in order for students to set appointments to discuss issues
important to them and to prepare their schedules for the next semester. A student may contact
the professor directly to schedule an appointment, or may contact the Administrative Assistant in
the School of Human Behavior (318) 487-7745. Louisiana College social work faculty members
are expected to stay up-to-date on academic counseling procedures through attendance at College
trainings, workshops, faculty meetings, and outside readings and resources available to them.

2.11 Ethical Conduct & Professionalism
Regardless of the setting and regardless of the size of the client system, all social work practice
should be conducted within certain ethical guidelines. When engaging in course observations,
volunteerism through the program, and field practicums, Louisiana College social work students
are expected to abide by the values and ethical principles reflected in the current National
Association of Social Work (NASW) Code of Ethics. As previously mentioned on p. 8 of this
manual, copies of this code are available online and through various course resources. Social
Work students at LC are also expected to practice within the framework of the Christian values
and ethics set forth in the Baptist Faith and Message, 2000 which is included in Appendix F of
this handbook. Students preparing for a career in social work are expected to demonstrate a high
level of professionalism. Demonstration of professionalism is exhibited through communication,
dress, and punctuality. It is important to remember that professionalism demonstrated during the
student’s time in the program, including field practicum, can have a significant impact on
references that faculty members or field supervisors may later be asked to provide.

2.12 Statement of Non-Discrimination
It is the policy and practice of the Louisiana College BSW Program to conduct all aspects of the
program without discrimination. In doing so, the program reflects a commitment to the core
values of both the Christian faith and the profession of social work. The BSW program adheres
to the nondiscrimination policy of the institution as follows: Louisiana College complies with
all applicable federal and state nondiscrimination laws, and does not engage in prohibited
discrimination on the basis of race, color, national or ethnic origin, sex, age, genetic information,
veteran status or disability in the administration of its educational policies, programs or
activities, admission policies, or employment. As a religiously affiliated university, Louisiana
College is exempt from certain provisions of some nondiscrimination laws. A student should bring any
concern(s) related to discrimination to the attention of social work faculty and/or the BSW
Program Director.

2.13 BSW Program Respect for Diversity Statement:
As social work faculty, it is our desire to model respect for students from diverse backgrounds
and perspectives, both in and out of the classroom. Students are encouraged to bring diversity of
thought into discussions that will challenge both professors and students to think critically and
cautiously about the issues at hand. The diverse background of a student, as well as diverse perspectives, can be of great benefit, causing others to grow and develop in his/her worldview. It is our goal to be respectful of diversity in all areas. While respectfulness may not always equal agreement, each student will be treated with dignity and worth, as we believe every human is created in the image of God. Your suggestions on ways to improve the effectiveness of this endeavor within the learning environment and the social work program are welcomed and appreciated.

2.14 Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990

Louisiana College does not discriminate on the basis of disabilities in the operation of its programs. No student, considered to be disabled, shall be subjected to discrimination or excluded from the participation in the BSW program. A student with a disability is protected by the Americans with Disabilities Act and eligible for reasonable accommodation to provide an equal opportunity to meet academic criteria. Classrooms, residence halls, auditoriums, and other public facilities provide accessibility or alternate locations and services for persons with physical impairments. Following acceptance for admission, a student who has a physical and/or learning disability that qualifies under Section 504 of the Rehabilitation Act and who desires modifications or accommodations should contact the Director of the Student Success Center for information and guidance (487-7629). This voluntary notification is helpful in planning and arranging suitable accommodations and assuring satisfactory adjustments to the campus environment. Documentation must be provided from the Office of Disabilities for accommodation needs to be met.

All students are measured by the same academic standards. Those students who have greater needs may choose to enroll in the Student Success Program. Through this program, extensive individualized tutoring is arranged. Assistance is provided with note taking, study skills, time management, research, paper writing, etc. Tapes and electronic copies of texts are available. Test accommodations can be arranged, e.g., within a distraction free environment or with extended time. There is an additional tuition fee for enrollment in the Student Success Program. For more information, contact the director of the Student Success Center.

2.15 Louisiana College Sexual Harassment Policy

“Louisiana College is committed to responsibly investigating all discrimination and harassment as outlined by Title IX.” “The College will not tolerate sexual harassment of its students and will investigate all allegations of sexual harassment.” (LC Student Handbook page 97-98)

All faculty members of Louisiana College, are required to report any information received regarding a student that may involve Title IX-related information. It may be in relation to sexual harassment (quid pro quo or hostile environment), sexual violence, stalking, or interpersonal violence. If a student needs to speak with someone regarding an issue that may fall under one of these categories, and would like that information to be kept confidential, the student may contact the College Counselor or Coordinator of Health Services.
***Student who are in a field practicum are to be aware of and inform themselves with the field agency’s sexual harassment policy.

2.16 BSW Program Student Safety Policy
The LC Social Work Program seeks to ensure the safety of the student, not only in field practicum (See p. 31 of Field Manual, Student Safety), but also in other volunteer and observation settings and/or assignments sponsored by the program. The BSW program faculty will make every effort to only allow students to observe and volunteer in agency settings that have sound safety policies and practices and that agree to train and orient the student in regard to these policies and procedures. The student needs to be prepared to engage in safe social work practices that may affect his/her own safety as well as the safety of others. In addition, the agency settings and environment where students observe and volunteer need to be conducive to student safety and security, as well as promote safe practices that reduce risk of harm. As part of the BSW curriculum, especially when specifically assigned observation and volunteer projects outside of the classroom, the student will be educated about concepts and techniques related to safety. Safety concerns and policies will be addressed and discussed as part of that particular classroom or club project/assignment. If a student has a particular concern about personal safety that is unable to be resolved, the student will be offered an alternative assignment and may withdraw from the observation/assignment at any time.

2.17 BSW Program Ethical Use of Technology and Social Media Policy
As part of social work professional and ethical conduct, a student will not be allowed to use technology or social media to contact any client of any agency with whom the student may come into contact with through an observation assignment in a class, volunteer work, or the Field Practicum, for any personal reason. Also, the student may not take pictures of or video any client, nor post any personal information about a client on any social media platform. Students will be learning specifics about these ethical violations over the course of their social work curriculum. It is our desire to respect and promote client confidentiality and professionalism.
III. BSW Curriculum & Program Requirements

3.1 BSW Recommended Curriculum Design, 2019

<table>
<thead>
<tr>
<th>*designates Social Work core courses</th>
<th>Fall</th>
<th>Spring</th>
<th>Yearly Total Hours</th>
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<tr>
<td>Social Work 101*</td>
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<td>English 102</td>
<td>(3)</td>
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<tr>
<td>English 101</td>
<td>(3)</td>
<td>Religion 102</td>
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<td>History 102</td>
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<td>Natural Science/</td>
<td>(3)</td>
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<tr>
<td>H/PE 100</td>
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<td>Lab</td>
<td>(1)</td>
</tr>
<tr>
<td>H/PE (2nd term)</td>
<td>(1)</td>
<td>Computer Applctns.</td>
<td>(3)</td>
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<td>CC 100</td>
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<td><strong>16 hours</strong></td>
<td><strong>31 hours</strong></td>
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<td><strong>Second Year</strong></td>
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<td>Oral Communication</td>
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<td>Foreign Language</td>
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<td>Social Work 326*</td>
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<tr>
<td>Social Work 349*</td>
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<td>Social Work 429*</td>
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<td>Social Work 350*</td>
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<td>Social Work 436*</td>
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</tbody>
</table>

*Designates core courses which constitute the social work major. Allied courses not designated. This is only a suggested curriculum design and needs to be adjusted to meet each individual student’s academic needs. The curriculum design does not take into account any dual enrollment, summer courses or courses taken at another institution.

*Academic credit is not given in any social work course for a student’s life experiences or previous work experience.
3.2 Bachelor of Social Work Course Descriptions

The social work major consists of twelve social work courses, totaling 39 semester hours. In addition, there are four allied courses (2 of which are built into central curriculum courses) which the social work major must take. Descriptions of the twelve social work courses, allied courses, and social work electives are stated below.

A survey course which examines the social work profession: its origins and relationship to the global social welfare system, value based practice, ethical standards, and introductory exposure to generalist social work practice. Students are required to complete a volunteer component at a social service agency. Students are also introduced to the APA writing style. Credit three hours.

Social Work 250: Social Work Practice I
Further examination of generalist social work practice, including practice behaviors related to the social work planned change process. Social work with individuals and family systems is emphasized. This course is limited to social work majors and minors. Prerequisites: Social Work 101. Credit three hours.

Social Work 251: Social Work Practice II
This course is a sequel to Social Work I with special emphasis on social work practice behaviors in working with groups. Prerequisites: Social Work 101, 250, or permission of the instructor. Credit three hours.

Social Work 325: Substance Abuse and Addictions
This course focuses on the bio-psycho-social aspects of substance abuse and addiction in a variety of social contexts, preparing the social work student or related helping professional to competently engage the client(s) in a generalist practice setting, who is either directly or indirectly impacted by this growing problem in our society.

Social Work 326: Understanding Child Abuse & Neglect
An examination of child abuse and neglect and societal response, from a historical and theoretical perspective. Special emphasis is placed on examining symptoms and causes of child neglect, physical abuse, sexual abuse and emotional abuse. Information is provided about programs available that provide child welfare services, such as child protection, foster care and adoption. Prerequisites: Social Work majors: SW 101 and junior standing; All other majors: junior standing or permission of the instructor. Credit three hours.

Social Work 349: Human Behavior and the Social Environment
This course examines those interacting systems which influence human behavior: individual, families, groups, organizations, and communities throughout the life course. It examines the ecological approach and the biophysical, psychological and social
influences on human behavior, with a special emphasis on diversity. Micro, mezzo, and macro issues of the life course from pregnancy through late adulthood are examined.

**Social Work 350: Social Research Methods**
This course is an introduction that includes qualitative and quantitative research content to provide an understanding of a scientific, analytic, and ethical approach to building knowledge for generalist social work practice. The content prepares students to develop, use, and effectively communicate empirically based knowledge, including evidence-based interventions. Research knowledge is used by students to provide high-quality services; to initiate change; to improve practice, policy, and social service delivery; and to evaluate their own practice. APA writing skills will be used for this course and its assignments. This course may be taken by social work majors and minors only. Prerequisite: SW 359 or MA 211. Credit three hours.

**Social Work 380: Social Work Practice III: Organizations and Communities**
A macro level practice course focusing on organizations and communities and taught from generalist social work perspective. This is the third course in the social work practice series and is required for social work majors. Prerequisites: SW 101, SW 250 & 251, SW 347 & SW 350. Credit three hours.

**Social Work 429: Social Welfare Policy and Analysis**
An examination of the area of policy practice with special emphasis on those forces which create social welfare policy and on those skills necessary for policy analysis. This course is for social work majors who are admitted into the program. Junior/Senior standing. Credit three hours.

**Social Work 436: Field Practicum**
This course consists of supervised field experience totaling 410 hours in a local social service agency. Primary focus is on application of competencies and practice behaviors required by the social work program and CSWE. The emphasis is on integrating classroom knowledge with application in a field setting with attention on social work with individuals, families, groups, organizations, and communities. Prerequisites: Student must have been admitted to the Social Work Program, must have an overall GPA of 2.5, completed all of the social work courses except SW 438 & SW 450. (Exceptions are made on an individual basis, with approval from the Program Director and Field Director—See Field Placement Procedures: Placement Prerequisites) Students must make application for field placement at the end of the junior year and plan to complete field work during the senior year as a block placement, preferably in the spring semester, or take during summer terms to complete the hour requirement. Credit six hours.

**Social Work 438: Field Seminar**
This is a senior social work standing course which requires a weekly on-campus integrative seminar with the program’s field director as well as other students in field placement. The emphasis is on integrating classroom knowledge with application in a
social work field setting with individuals, families, groups, organizations, and communities. Prerequisites: Student must have completed all social work courses except SW436 and SW 450. Seminar credit three hours.

Social Work 450: Social Work Ethics
This is a social work course for seniors that place emphasis on social work ethics and contemporary generalist social welfare issues. The course is designed to help students learn to integrate the NASW Code of Ethics into their field experience, academic experience and their professional experience following graduation. Credit three hours.

Required Allied Courses
(12 Credit Hours)

Mathematics 211: Elementary Statistics
Data and samples, descriptive statistics, regression, probability distributions (binomial, normal, t, chi-square), hypothesis testing, estimation of parameters, analysis of variance. Prerequisite: MA 100 or MA 111. Departmental standard calculator required. Credit three hours.

OR

Social Work 359: Applied Statistics for the Social Sciences (also PY 359)
This course provides an overview of the use of statistics in the social sciences and seeks to analyze and evaluate statistical analysis through a Christian worldview. In addition, a survey of the use and application of the Statistical Package for the Social Sciences (SPSS) and PSPP, a comparable software program, will be studied. Junior/senior standing. Credit three hours.

Political Science 232: American Government
An examination of American political institutions and processes, including analyses of such topics as voting, interest groups, political parties, political and civil liberties, federalism, the presidency, Congress, the courts, and the formation and execution of public policy. Credit three hours.

Psychology 220: Introduction to Psychology
This course provides students with a basic understanding of how psychologists interpret and research human behavior. Psychology influences the way we understand ourselves and the interactions with people connected to us. This class seeks to analyze and evaluate these psychological perspectives through a Christian worldview. Students must be sophomore level or higher. Credit three hours.

Psychology 413: Abnormal Psychology
A study of the major categories of psychological dysfunction including theory, etiologies, diagnosis and treatment. Prerequisite: PY 220. Credit three hours.
Elective Social Work Courses

Social Work 249: Interviewing Skills
Interviewing Skills: In a 2 hour ‘practice lab’ setting, students will learn, explore and practice the three essential components of establishing a helping relationship with clients: 1) listening and exploration; 2) clarification; and 3) helping clients take action. Prerequisite: SW 101; for social work majors and minors. 2 hrs

Social Work 400: Special Topics in Social Work
The investigation of special areas in social work. Some special topics that have been taught are: School Social Work, Working With Children, Aging and Death, etc. Prerequisites: junior/senior standing or permission of the instructor. Credit three hours.

Social Work 433: Death and Dying, Grief and Loss (also PY 433)
A study of the social-psychological processes of dying, death, and bereavement across the human life-span and with awareness to various cultures. It also explores practical applications to helping others with death related experiences through the use of individual, family, community, social groups, and institutional components. Prerequisites: junior/senior standing. Credit three hours.

Social Work 449: Directed Study in Social Work
Emphasis on critical evaluation of theoretical and empirical writing in a specialized area of social work for majors with strong scholastic achievements. Credit one to six hours.

3.3 Social Work Minor
The Louisiana College Social Work Program also offers a minor in Social Work which requires 15 hours of course work. The curriculum for the minor is as follows:

Social Work 326: Understanding Child Abuse and Neglect
Social Work 349: Human Behavior and the Social Environment
2 Social Work Electives: Any 6 hours of 200/300/400 level courses in Social Work

While social work minors are not accredited by CSWE, the minor will prepare non-social work students to apply for and potentially enter graduate programs of study in human service fields, including MSW programs. However, these students are not eligible for MSW Advanced Standing. The minor will also help students in other majors to have an understanding of the field of social work and the numerous programs that serve a large number of the population in our contemporary society both locally and globally.
3.4 Admission to the Social Work Program

3.5 Declaration of the Major
Students may declare Social Work as a major at any time and may take certain courses required in the social work curriculum prior to being admitted to the program. Those courses include SW 101, SW 250, and SW 251. It is recommended that new students who know their choice of social work as a major declare the major their first semester upon entering college. This will ensure appropriate academic advising and help the student to develop their curriculum plan to complete their studies in at least four years. With permission of the BSW Program Director, a student transferring into the major may be allowed to take certain courses not listed above, prior to program admission, due to extenuating circumstances.

3.6 Admission to the Social Work Program and Application Process
Students desiring admission to the Social Work Program must meet the following criteria:

1) Successfully complete a minimum of 28 credit hours of college curriculum. The courses must include, but are not limited to the following courses:
   - Natural Sciences (4 hours; 3 hour lecture; 1 hour lab)
   - English 101 & 102
   - History 101 & 102
   - Political Science 232
   - Psychology 220
   - Social Work 101
   - Social Science (3 hours)

***Adherence to the suggested social work curriculum design make it possible for a student to complete these courses by the end of the second semester of the student’s sophomore year of college. If a student is enrolled in any of the courses above at the time of application, program admission will be provisional upon successful completion of the course(s)

2) Earn a cumulative G.P.A. of at least 2.5 by the time of application and maintain that 2.5 G.P.A. for graduation, while earning no grade less than a “C” in all core social work course requirements.

3) A student will be notified in writing when he or she has met requirements to apply for admission to the program. Upon notification of eligibility for program admission, the student will complete and submit the program application form to the Director of the Social Work Program. See Appendix A for this application form. While a copy of this form will be provided to the student with the notification letter, it can also be located online on the program’s web page.

4) Following submission of the admission packet to the Director of the Social Work Program, the student will be scheduled for an admission interview with the Admissions Committee. The purpose of the interview is to assess the student’s understanding of social work and the level of commitment to this profession as a career choice. The interview, combined with the admission
application, serve as an overall assessment of the student’s personal value system, level of self-awareness, and evaluation of the student’s strengths and limitations.

5) Upon completion of the interview and assessment by the Admissions Committee, the student will be notified in writing of the decision regarding acceptance into the BSW Program. The student will also be given an interview feedback form to inform the student of how the Admissions Committee perceived the student’s strengths, areas for growth, and any other helpful feedback, in order to aid the student in the process of on-going self-reflection and growth required by this profession.

3.7 Transfer Students
Students transferring to Louisiana College must have their transcripts evaluated by the Registrar’s Office upon admission to the College. Social Work courses completed at other Colleges/Universities must be from CSWE-accredited programs. Social work faculty members will evaluate all social work courses taken at other institutions to ensure those courses meet the goals and objectives of the social work program at Louisiana College. Transfer students need to provide a copy of the syllabi used in social work courses being offered for transfer. The syllabi will be a major consideration in the transferring of course credit. Students transferring to the Social Work Program at Louisiana College must meet the required admission criteria listed for all social work majors. Academic credit is not given in any social work course for a student’s life experiences or previous work experience.

3.8 Student Retention
The Social Work Program at Louisiana College is committed to student engagement and retention. The faculty members work to ensure that all students in the program have the support and encouragement they need to complete their degree. The retention policy is twofold in that the education and welfare of our students is extremely important to the well-being of the program and that the program produces competent generalist social work practitioners. The Social Work Program has an ethical and moral obligation to ensure that students pursuing and completing the program meet the CSWE Educational Policies and Standards of Accreditation. Acceptance of less than competent performance in the program and the profession poses a threat to the communities and populations we serve. Students are required to meet the standards set forth in the 2015 EPAS of CSWE by integrating and applying competencies and component behaviors in all phases of the educational process in the Social Work Program. If a student fails to adequately meet these standards, then student enrollment can be terminated after due process of the program guidelines and/or the student termination policies of Louisiana College. Again, every effort will be made by social work faculty advisors to assist a student who is struggling, whether in the area of grades or personal issues, and to obtain any necessary referrals to aid the student in working toward resolution of these issues.

3.9 Termination from Program
After admission to the program, a student’s program enrollment may be terminated under the following circumstances:
1) Failure to abide by the values and ethical principles reflected in the NASW Code of Ethics
2) Failure to abide by the Student Policies of Louisiana College outlined in the Student Handbook.
3) Violation of the College Code of Academic Integrity. See the Section on Academic Integrity below for a more detailed explanation of academic integrity.
4) Failure to maintain the 2.5 GPA required for admission to the program.
5) Termination of student’s enrollment at Louisiana College.
6) Failure to develop and implement a successful action plan to correct performance deficiencies within the time limit of the arrangement developed with the student’s academic advisor.
*If concerns arise related to potential termination of a student from the Social Work Program at Louisiana College, the social work faculty members will meet with the student to discuss the concerns and develop a plan of corrective action that will be written and signed by all parties involved.
7) Failure to complete the field placement on an approved schedule with the Field Director, or because of deficiencies in student’s performance in field, resulting in removal from field practicum.
*Termination from field placement and a remediation plan for this circumstance is found in the Field Placement Manual (See Academic Grievance Policy and Remediation Plan, p.23)

*Students wishing to appeal the social work faculty’s decision regarding termination or suspension from the program or in relation to a grade should follow the academic complaint procedures found in the section below, Academic Appeals Process, and outlined in detail in the LC Student Handbook, p. 33.

3.10 Code of Academic Integrity
Integrity and honesty are foundational principles of the Christian perspective, but they are also highly valued in academia. Academic integrity is highly valued at Louisiana College. Any student violating the policy of academic integrity will be assigned the grade of “F” on the assignment, as well as other consequences being possible. As stated in the Louisiana College Catalog, “the college places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense.” Students should be aware that violations of academic integrity include, but are not limited to, the following:
* Plagiarism
* Misrepresentation
* Fabrication
* Cheating and Stealing
* Facilitation Academic Dishonesty
**The complete definition of the policy may be found online and in the LC Student Handbook (Code of Academic Integrity, pp.27-33).
***The NASW Code of Ethics serves as a valuable guideline for matters of academic integrity. One of the core values of the social work profession is integrity, and there are several standards in the Code that address the issue. Standard 4.04 specifically states “Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.” It also states in Standard 4.08b, “Social workers should honestly acknowledge the work of and the contributions made by others.”
3.11 Academic Appeals Process
The following information is located in the Louisiana College Student Handbook, page 33.
A student who questions the validity of a final grade may pursue the following steps:
1) Confer with the faculty member issuing the grade in question.
2) Consult the appropriate department coordinator and/or division chair/dean.
3) If a satisfactory explanation of the basis for the grade is not provided, the student may set forth the appeal in writing and submit it to the Vice President for Academic Affairs (VPAA). An appeal should be filed no later than thirty days after the grade has been received to assure that materials relative to the matter will still be available for review.
4) The VPAA will contact the faculty member (course instructor) to request a written response to the appeal.
5) The VPAA will review the response from the faculty member and the appeal to render a decision.
6) If needed, the student and/or faculty member may be contacted for a meeting with the VPAA.
7) The VPAA will make a decision regarding the grade and will submit the ruling in a letter to the student.
8) The VPAA’s decision will be the final action for the grade.
IV. Field Placement Procedures

4.1 Placement Prerequisites

In order to be considered for field placement, the student must have earned an overall GPA of at least 2.5 and must have completed all social work courses, except for Social Work 436, 438, and 450. The student must have made prior application, completed interviews, attended the social work program’s student orientation and must have the Field Placement Director’s permission to start the placement. In a situation where the student has remaining courses to take (along with SW 436, 438, & 450) the following policy will apply:

- In order to take 1 additional class (total of 15 hours) the student must have, at application period, at least a 3.0 GPA overall.

- In order to take 2 additional classes (total of 18 hours) the student must have, at application period, at least a 3.5 GPA overall.

4.2 Application to Field Placement

At the end of the junior year, social work majors who have met the prerequisites for the placement can make application to begin field placement for the spring semester of their senior year. Application forms may be obtained on-line or from the Social Work Department. A copy of this form is located in Appendix D of the Field Placement Manual. This form must be completed and submitted to the Field Education Director by April 15 of a student’s junior year.

Students can express their preferences concerning field placement assignments through the application for field placement completed and submitted by April 15 of the junior year. Where possible, a student is placed at the agency of choice, if the agency requested can provide the experiences necessary for the student and if the agency is able to take a student for the entire block placement. This is not always possible. In such situations, alternative arrangements are made.

Once application for field placement has been made, the Field Education Director meets with the student to discuss field placement possibilities. The Field Director will then collaborate with the potential agencies and supervisors in order to secure a placement which can best meet the student’s learning needs. The Field Director will give the student the name and number of the designated supervisor, and the student is then responsible for arranging an interview within 1-2 weeks. Following the interview, the Field Director will contact the agency supervisor to confirm the agency’s and supervisor’s receptiveness toward placement of this student. If it is determined that the student is a fit for the agency, plans are finalized for the student to begin placement. Representatives of the college and of the agency sign a formal Inter Institutional Agreement when the decision about placement is made. (See Appendix D) The student may not begin placement until this formal agreement is signed and returned.

4.3 Special Circumstances

1) In rare instances where a student is working at an agency, special arrangements can be made
for the placement to be completed at that same agency. This would necessitate agency approval
and a change of responsibilities and supervision for the student to ensure that learning
experiences are social work oriented and different than those of the student’s employment.
2) A social work intern is not paid for any internship hours completed.
3) In the event that a CSWE-approved and LABSWE registered/licensed social worker is not on-
site at an agency, a Louisiana College social work faculty member, other than the Field Director,
will serve as the student’s Field Supervisor. The faculty supervisor will meet with the student
weekly to perform all of the duties of the agency field supervisor, and will also coordinate with
any on-site task supervisor concerning the student’s educational needs and assessment of
student’s learning goals.
4) While international field placements and interstate placements that are purpose-oriented are
encouraged, the BSW Program Director and BSW Field Director must approve in advance such
circumstances, due to how senior year courses may be affected. Currently, the senior courses
SW 450 (Ethics) and SW 438 (Field Seminar) are not regularly offered in a distance learning
format, and are meant to be taken concurrently with the Field Practicum, SW 436. Advance
planning (6-12 months) with the Field Director and Course Instructors are necessary when out of
state/country placements are desired, in order to accommodate the aforementioned learning
needs, and to approve any potential DIS (Directed Independent Study) courses that may result
from these types of placements.

4.4 Selection of Agencies
Selection of agencies to serve as field placement sites is based on the following criteria:

1. The agency must adhere to the ethical standards and value base of the social work
   profession.

2. The agency must not participate in discriminatory practices that block persons from
   access to services.

3. Agency social work staff should have a positive regard for undergraduate social work
   education in general, and a positive regard specifically for the Christian values of the
   social work program at Louisiana College.

4. The agency must be able to provide a qualified agency social worker to provide
   supervision for the student. In the event that a CSWE-accredited social worker is not on-
site, the Social Work Program Director will serve as the Field Supervisor.

5. The agency must be located within a relatively close distance from the college,
   but this does not preclude the student from doing a long distance or international
   placement with permission of the Field Placement Director.

6. The agency must be able to provide a wide range of services, allowing the student
   field learning opportunities within a generalist practice context in order to apply
   classroom knowledge, values, and skills.
7. The agency must be able to provide the student with work space. Where an office is not available, the student should have access to a desk, a telephone, access to any technology necessary to complete field agency assignments, and support services from the staff.

8. The agency must be able to provide a work environment that promotes safety and security for staff and the social work student. In addition, the agency should provide orientation and in-service training on practices that reduce and minimize factors associated with elevated risk in the field practicum setting.

Agencies wishing to serve as field placement sites complete an application form, giving information on the agency and on the experiences the agency can provide. These forms are available on-line, at agency orientation, and in Appendix D of the Field Placement Manual.

4.5 Areas of Practice
Social work is a profession which is practiced in many different and challenging fields. While not exhaustive, the following list indicates the wide variety of practice fields available to social workers:

- Faith-Based Institutions
- Mental health: in-patient, out-patient, adult, adolescent, and child
- Medical: general hospitals, specialty units, public health clinics
- Terminal illness: hospice, home health care
- Corrections: adult and adolescent, probation and parole
- Child welfare: adoptions, child protection, foster care, family services
- International Agencies and Organizations
- Communities and Organizations
- Developmental disabilities
- Domestic violence
- Substance abuse
- Family services
- Homelessness
- Schools
- Older adults

*Each of these fields offers social work students an opportunity to engage in generalist social work practice at a variety of practice levels (micro, mezzo, and macro) with individuals, groups, and communities that include issues of social welfare, research, and policy practice to help ensure social justice and the well-being of all people.

4.6 Field Placement Manual
The Field Placement Manual is given to each student who completes the Social Work Field Placement Application, is accepted into the program and is assigned a placement in a community agency or an agency located in another state or country. The Field Placement Manual contains detailed information related to all aspects of the field placement. The student will receive this manual upon attendance at the Field Orientation Session prior to beginning the practicum.
V. Opportunities and Resources

5.1 Social Work Program Opportunities and Resources
The Social Work Program at Louisiana College offers a number of opportunities and resources for students to develop academically and to become engaged in community and college activities.

5.2 Social Work Club
Social work majors and minors have the opportunity to belong to the Louisiana College Social Work Students’ organization, better known as the “Social Work Club.” The club holds monthly meetings and is involved in service projects both on the campus and in the community. Membership is open to all social work majors and minors who meet the student organization eligibility criteria described in the Louisiana College Student Handbook. This includes a minimum GPA of 2.00 which must be maintained for club membership. Dues are five dollars per semester. Ms. Bobbye Roberts, LCSW and Ms. Maggie Bridges, LCSW are the faculty co-sponsors for the club.

5.3 Phi Alpha National Honor Society
In November of 1995 an Epsilon Sigma Chapter of Phi Alpha National Social Work Honor Society was formed at Louisiana College. Phi Alpha is an official member of the Association of College Honor Societies (ACHS). An undergraduate student is eligible for active membership after achieving the following requirements:
1. Have declared social work as a major/
2. Have completed at least 48 credit hours towards their degree.
3. Completed 9 semester hours of required social work courses.
4. Fall into the top 35% of all social work majors rank ordered by GPA in the LC BSW Program.

Lifetime membership dues in Phi Alpha are $30. Students will participate in an induction ceremony and will receive a membership certificate. Ms. Bobbye Roberts, LCSW and Ms. Maggie Bridges, LCSW are the faculty co-sponsors of the college chapter.

5.4 Professional Advisory Committee
The social work program has a Professional Advisory Committee which serves as a vital link between the college, the social work practitioners in the local professional community and community leaders. It serves as a resource for faculty members and students, providing consultation and assistance on program matters; e.g., providing suggestions and plans for recruitment and retention of majors, serving in a consultative capacity in matters related to student program admission and retention, and helping ensure the relevance of the social work curriculum for contemporary social work practice. This committee is composed of a minimum of six people: two social work faculty members, two professionals from the community, and two students, a junior and a senior social work major. Selection of the student members is made by
the social work faculty based on a student’s leadership and academic achievement. It meets periodically or as needed.

5.5 School of Human Behavior Resources
The School of Human Behavior houses a 28 seat multi-media laboratory classroom featuring Chromebooks and charging stations with collaborative seating arrangements. This multi-media lab is primarily used for courses offered within the School of Human Behavior (Criminal Justice, Psychology, or Social Work), however, may be used by individual students when classes are not in session. Students needing to print information while in this classroom should print to the AH244 printer.

In addition, there is a smaller computer lab which is open from 8:00 a.m. until 5:00 p.m. and may be utilized anytime throughout the day. The cost for printing is ten cents per page and payment for copies is to be made to the divisional secretary. Papers printed from the smaller lab should be printed to the HB Kyocera Taskalf printer. *Please do not save anything to the hard drive of any HB Division computers, they will be cleaned periodically and all student files will be removed. Bring a flash drive or use the “Cloud” to save your personal work.

The room adjacent to the division suite (242) is also available for students’ use for study, relaxing, or club meetings, if no classes are being held at that time. This room is generally open from 8:00 a.m. to 5:00 p.m. Monday through Thursday and until noon on Fridays pending class meetings.

Additionally, a social work student can find an APA Manual, Social Work Dictionary, Social Work Encyclopedia and several other resources available through the division’s office or through the social work professors. These resources are intended to aid the student in research and writing of social work papers.

There are also bulletin boards for each of the four areas within the division posted next to the offices of the professors from those disciplines. For social work students, the bulletin board is located between Room 242 and office 261, and it has information/brochures from various graduate programs of social work. Also posted is information related to the social work program concerning local, state, national and global opportunities for social work students. Students are free to browse through them and ask the social work faculty members any questions related to the postings.

5.6 Library Resources
The social work courses taken at Louisiana College have assignments which will help familiarize students with the literature of the profession and specifically with the social work holdings in Norton Library. This will be valuable to students progressing through the program. Several social work courses have Library Guides also known as Research/Course Guides, to give specific instruction in research for certain upper level courses. These may be accessed through a link on the library home page of the Louisiana College website.
The Richard W. Norton Memorial Library provides technologically-enriched resources, services, and spaces to foster a community of collaborative teaching, learning, and research. In seeking to fulfill its mission, the library strives to be a key partner in students’ academic pursuits, collaborating to achieve success together.

**Resources:** The library provides resources in multiple formats to meet the research needs of students, faculty, and staff across the disciplines. The library’s physical resources number approximately 100,000 volume equivalents, some of which are organized into focal collections, such as juvenile materials, the divinity collection, the Hyatt collection, and special collections and archives. Electronic resources, which are accessible 24/7, include over 270,000 e-books, nearly 77,000 e-journals, and 180 databases from such companies as EBSCO, ProQuest, Oxford, and Gale. The library is a selective depository for both state and federal government documents. Materials are discoverable via the library’s online catalog, LCCat, and EBSCO’s discovery service, both of which are available on the library’s website at http://lacollege.libguides.com/home.

**Access:** Through authentication services, current students, faculty, and staff have access to the library’s online resources on or off campus. Off-campus access is facilitated via a proxy, which requires that users simply provide their current campus login credentials before being directed to online resources. During the regular semester, the library is open 70 hours per week, providing access to the library’s physical materials and study spaces. Exceptions to regular hours are posted on the library’s website and social media accounts. Entrance doors are locked 15 minutes prior to the posted closing time.

**Course Reserves:** Each semester, faculty may choose to place reading materials on reserve for equitable access and use. Course reserves are searchable in the library’s online catalog, LCCat, and are typically available for student use in three hour increments, although faculty may choose other loan periods at their discretion. Materials are available at the library’s circulation desk. Course reserves are facilitated through the library’s Circulation Services department.

**Special Collections and Archives:** The library retains and organizes materials related to the history of Louisiana College. Some of the more extensive holdings include course catalogs, yearbooks, and College newspapers. Other collections include faculty-authored works, alumn-authored works, and materials related to the history of Baptists in Louisiana. Special collections include the Robert MacGimsey Collection and the Joseph Willis Institute Collection. Access to these materials is restricted and must be made by appointment.

**Services/ Borrowing:** In addition to traditional borrowing services for the library’s physical resources, the library participates in several reciprocal borrowing programs. Within the state, authorized users may visit and borrow materials from other participating academic institutions. Nationally, authorized users may borrow materials from other institutions participating in the ACL Reciprocal Borrowing program. For information on borrowing limits, renewals, fees, etc., see the library’s website at http://lacollege.libguides.com/borrowing.
Interlibrary Loan: The library’s membership in various organizations (OCLC, LOUIS, ACL) provides researchers the opportunity to obtain books, journal articles, and other resource materials which are not available through the library's collections. Interlibrary loan allows the library to supplement its collections and enhance research opportunities. Interlibrary loan services may be used to request needed materials, typically at no cost and within a matter of days, depending upon the resource.

Research Assistance: Qualified library faculty and staff use research and course guides, custom tutorial videos, an FAQ, on-site workshops, and classroom instruction to connect students with targeted resources and strategies for conducting research and completing assignments. In addition, research help is available via a variety of communication channels, including e-mail, phone, chat, and text. Research consultations may also be scheduled with a librarian to receive tailored personal research assistance.

Spaces: A variety of study spaces in the library accommodate the learning needs and preferences of students. Located on the first floor, “the commons” provides a comfortable, collaborative space ideal for large group project meetings and is equipped with several mobile whiteboards. Five group study rooms, which can be reserved in advance, offer more privacy for smaller group work. The computer lab offers 20 thin client computer workstations, which are loaded with the Microsoft Office Suite (Access, Excel, PowerPoint, Publisher, Word, etc.), Acrobat Reader, Internet browsers (Chrome, Firefox, IE), and media players (Windows Media and QuickTime). Wi-Fi is available throughout the building. Individual study carrels are available in the library book stacks. The library’s coffee bar, Overdue Brew, provides complementary hot beverages for library visitors.

5.7 Academic Tutorial Services
There are many opportunities for students to receive academic support. For individual assistance, one should first contact the course professor. In addition, Louisiana College has instituted the Student Success Center to assist students with all of their academic needs. The Louisiana College Student Success Center (SSC) is a comprehensive one-stop shop for academic support services on campus. The goal of the SSC is to increase retention by providing students with access to free tutoring in core courses, thereby fostering the independent, critical thinking skills they need to succeed in college and beyond. Located in the Norton Library, the SSC offers a range of academic assistance in the form of individual tutoring, study groups, and other support services for LC’s student body. Students meet with peer tutors who have excelled in the course they are tutoring in and who have been trained to facilitate discussion on course content. All of the programs and initiatives offered in the Center are free for LC students.

5.8 Assistance in Writing
The first stop for writing help is the Writing Center, located in the Student Success Center. Trained writing assistants work one-on-one with students on every aspect of the writing process. Students are typically asked to make appointments, but walk-ins are welcome if an appointment
is available.

We provide free help on writing assignments, including:
• Analytical essays
• Argumentative essays
• Response papers
• Research papers in all majors
• Book reports and reviews
• Film and drama reviews
• Lab reports
• Critiques
• Proposals, business reports, letters, and memos
• Service learning writing projects

Students receive help with all phases of the writing process, from brainstorming ideas to synthesizing sources, tightening arguments, and revising for clarity and style. Writing assistants do not edit or correct students' papers; instead, they work with students to help them strengthen their critical thinking skills and improve their own writing. The goal of the Writing Center is to help you become a better and more confident writer. In addition, the Center houses resources such as reference guides to help you with citations. This is especially helpful in writing your papers according to APA format. The Writing Center is located in the library.

5.9 Special Services and Disabilities Accommodations
Louisiana College is committed to following Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 as amended in 2008, and other applicable federal and state regulations and university policies which prohibit discrimination on the basis of disability. Under these laws, students with a documented disability have a right to receive reasonable accommodations. Students also have responsibilities under these laws. 38 Student Rights and Responsibilities Students with disabilities have the right to:
• An equal opportunity to learn.
• An equal opportunity to participate in and benefit from the academic community. Students with disabilities shall be responsible for:
  • Registering with Student Success Center Special Services.
  • Submitting documentation of a disability from a qualified and appropriate professional that demonstrates how the disability affects/impacts a particular delivery system, instructional method, or evaluation criteria when requesting accommodations.
  • Completing a Student Success Center orientation prior to receiving accommodations.
  • Requesting accommodations through the Student Success Center each semester in a timely manner.
  • Meeting with faculty and other service providers to discuss accommodations as needed. Information about the disability is confidential.
  • Notifying Student Success Center of any issues, concerns, or delays in receiving requested accommodations in a timely manner.
• Meeting and maintaining fundamental academic standards of the Louisiana College. Students who have greater needs may choose to enroll in the Student Success Center Special Services. Through this program, extensive individualized tutoring is arranged. Assistance can be provided with note taking, study skills, time management, research, paper writing, etc. Audio books are available. Test accommodations can be arranged, e.g., in a distraction-free environment or with extended time. Louisiana College is committed to student success; however, we do not require students to use accommodations nor will we provide them unless they are requested by the student. The student must take the lead in registering with Student Success Center Special Services and submitting requests for accommodations each semester. For more information, contact the director of Student Success Center, JoLynn McConley (318-487-7629).

5.10 Student Counseling Services
Personal problems, whether from within or beyond the College environment, sometimes divert students from their educational goals. Confidential counseling appointments with a Master’s level counselor are available to students free of charge. These services are available Mondays through Thursday between 8:30 A.M. – 4:30 P.M and on Friday 8:30- 12:00. on the 2nd floor of the Hixson Student Center. Students may call 318-487-7420 or 318-487-7134 to request an appointment. These services are designed to help students address and talk about their concerns with the goal that they will be able to achieve personal and academic success. Sessions may be limited to five sessions; however, if long-term counseling is determined we will assist with a referral to the appropriate agency.

5.11 Career Opportunities in Social Work
According to reports from the U.S. Department of Labor’s Bureau of Labor Statistics (BLS) Occupational Outlook Handbook, 2014-2015 Edition, social work is one of the fastest growing careers in the United States. The profession is expected to grow by 19% during the 2012-2022 decade. Currently, over 600,000 people hold social work jobs. Over 40% of all disaster mental health volunteers trained by the American Red Cross are professional social workers. There are over 170 social workers in national, state, and local elected office, including two U.S. Senators and four U.S. Representatives. Today, 48 special interest social work organizations contribute to the vitality and credibility of the social work profession.

Of those who graduate with a BSW from Louisiana College, approximately two-thirds seek an MSW or some choose to pursue other graduate degrees. The students who do not immediately attend graduate schools enter social work employment following graduation. This includes jobs in both the public and private sectors of agency practice. It is the exception rather than the rule that Louisiana College social work graduates are unable to find social work jobs once they complete their education. Many of LC Social Work graduates have job offers before or immediately after graduation.
6.1 Appendix A

Louisiana College
Application for Student Admission to Social Work Program

Completion of this form is a part of the process for admission into the Social Work Program at Louisiana College. The information you provide will assist the social work faculty in evaluating your readiness to enter the program and in on-going advising as you continue your academic work at the college. It will also prompt your own evaluation of the skills and talents you bring to the profession. Knowingly making false written or oral statements during the admissions process could result in denial of admission to the program. Please use extra paper to complete the lengthy portions of your responses.

Date of Application: ___________________________  Student ID: _______________________

Name: ______________________________________

Biographic/Demographic Information (Optional)

• Information is needed by the program for statistical purposes.

• Age: ________________

• Sex: ______ Female  ______ Male

• Race: ______ American Indian/Native American  ______ Asian or Pacific Islander
  ______ African American/Other, Black
  ______ Chicano/Mexican American
  ______ Other Latino/Hispanic  ______ Puerto Rican
  ______ White, Non-Hispanic  ______ Other Group(s)
  (Specify)_________________________________

• Person with a Disability: ______ Yes  ______ No

Student’s Louisiana College Address: _______________________________________________

Student’s Cell Telephone Number: __________________________________________________

Student’s Permanent Address:

___________________________________________________________

___________________________________________________________

Email Address: _____________________________________________________________
Extracurricular Activities, Current Jobs, Interests, Hobbies:

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

Have you ever been convicted of a felony?  ____ Yes  ____ No

If you checked “yes,” please explain the circumstances:
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

Educational Information

Current Classification:  ____ Sophomore  ____ Junior  ____ Senior

Date Entered Louisiana College:  __________________________

Expected Date of Graduation:  __________________________

Prerequisite Courses Completed: (courses requiring grade no less than “C” are marked by *)
(student must have completed a total of 30 semester hour credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Natural Sciences (4 hours):</td>
<td></td>
</tr>
<tr>
<td>Lecture</td>
<td>(3)</td>
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<tr>
<td>Corresponding Lab</td>
<td>(1)</td>
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<td>English 101</td>
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<td>English 102</td>
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<td>History 101</td>
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<td>History 102</td>
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<td>Political Science 232</td>
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<td>Psychology 220</td>
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<tr>
<td>Social Work 101</td>
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<tr>
<td>Social Sciences (3)*</td>
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</tbody>
</table>
Current Grade Point Average (Must Have Cumulative GPA of At Least 2.5): ________________
What is Your Plan for Completing Any Prerequisite Courses Not Yet Completed?
________________________________________________________________________________

Professional Information
List and describe any paid or volunteer experiences you have had working with people, including the setting, age groups, and the nature of your work. Do not list the observation experience you had as part of Social Work 101.
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Personal Information
Discuss your reasons/motivations for wanting to become a social worker.
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Who or what has been most influential in your decision to become a social worker?
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Your definition of generalist social work practice:
________________________________________________________________________________

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Identify the values of Social Work Practice and briefly describe how they align with your values.

What do you see as your strengths and limitations in working with people?

Future Professional Plans are:
Please sign and date the following program pre-admission statements:

1. I have read the Louisiana College Social Work Student Handbook and understand the requirements of the program.

2. I understand the core values of the social work profession and agree to attempt to reflect the principles that flow from them in carrying out the mission of the profession, which is to enhance human well-being and to help meet the needs of all people.

3. I give permission to the Louisiana College Bachelor of Social Work Program to release the information contained on this application to those serving on the Social Work Admissions Committee.

4. I understand that admission to the social work major does not guarantee admission to Field Instruction and that the admission to Field Instruction requires a separate application.

5. I give my advisor permission to discuss my progress in the program with the Social Work Admissions Committee and Social Work Department faculty members.

6. I understand that although I am admitted to the Social Work Program, my progress will be monitored by the Social Work Faculty and the Social Work Admissions Committee, and they have the right and responsibility to request reassessment of my suitability for the Social Work Program. I understand that I have the right to appeal any decision made by the Social Work Program Admissions Committee, utilizing the appeals process outlined in the Louisiana College Catalog. I confirm that all questions on the application for the professional program have been answered truthfully and to the best of my ability. I understand that if it is discovered during the application process, or at any time afterward, that I have provided false and/or misleading information I may be subject to expulsion from the Social Work Program.

_________________________________________________________
Signature

______________________
Date

NOTE: The date of your admission interview, as well as the names of the faculty and Advisory Committee members participating in the process will be given to you at a later date.
Louisiana College  
Social Work Program  
Admissions Committee Evaluation Form

Student’s Name________________________________ Date________________

Committee Members in Attendance: __________________________________________

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<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Student has completed 30 semester hours</td>
<td></td>
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<tr>
<td>Cumulative 2.5 GPA</td>
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<tr>
<td>Read &amp; signed BSW Program Pre-Admission Statements</td>
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<tr>
<td>Prerequisite courses completed</td>
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</tbody>
</table>

**Prerequisite Courses Completed:** (courses requiring grade no less than “C” are marked by *)

**GRADE**

Natural Sciences (4 hours):
- Lecture
- Corresponding Lab
- English 101*
- English 102*
- History 101
- History 102
- Political Science 232
- Psychology 220*
- Social Work 101 *
- Social Sciences (3)*

Other Central Curriculum Courses Completed:

________________________________________________________

________________________________________________________
Louisiana College
Social Work Program

Decision Regarding Acceptance to SW Program

Student’s Name:__________________________________________

_____ Accepted into the social work program

_____ Provisionally accepted into the social work program—student has one semester to complete requirement(s) listed below. Failure to complete these requirements may jeopardize acceptance into the social work program.

Requirements to be completed in the FALL/ SPRING ______semester:
____________________________________________________________________________________

______________________________________________

______ Not accepted into the social work program

Reason(s) not accepted:
____________________________________________________________________________________

____________________________________________________________________________________

_____ Student advised of decision; letter attached

Signed: _________________________________________________
Date: ______________________
**For the CSWE 2015 Educational Policy and Accreditation Standards in its entirety, please refer to the link:**

**For the NASW 2017 Code of Ethics, please refer to the link:**

**For the Baptist Faith and Message 2000, please refer to the link:**
References


Louisiana Baptist Faith and Message (2000)


Louisiana College Catalog, (2018-2019; 2019-20-currently under revision)

Louisiana College Student Handbook, 2018-2019


New International Version (NIV) translation, 2011